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ABSTRACT

This monograph, the last in a series of four volumes, reports data gathered in a study designed to discover and interpret the home conditions under which young children in the English-speaking Caribbean Islands, especially the underprivileged, are nurtured. Section 1 of the document details the interview schedule, providing a comprehensive outline of the data generated by the schedule and describing the variables under study. Section 2 gives some pointers concerning possible directions of interrelationships among the variables. A list of occupation and income variables and a list of types and frequency of illnesses suffered by children are appended, along with information on how the information generated by the study was coded. (MP)

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LIFE STYLE STUDY

CHILDREN OF THE LESSER WORLD IN THE ENGLISH-SPEAKING CARIBBEAN

Volume IV

THE DATA: Pointers to Relationships

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Elsa Leo-Rhynie

1982

The Bernard Van Leer Foundation, Centre for Early Childhood Education
Mona, Kingston 7, Jamaica W.I.

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LIFE STYLE STUDY:

CHILDREN OF THE LESSER WORLD:

IN

THE ENGLISH-SPEAKING CARIBBEAN

VOLUME IV

THE DATA:

POINTERS TO RELATIONSHIPS

Elsa Leo-Rhynie

1982

The Bernard Van Leer Foundation Centre for Early Childhood Education
Mona, Kingston 7, Jamaica, W.I.

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FOREWORD

This is the fourth Volume of a Life Style Study which "sets out to discover and interpret the home conditions under which children, especially the underprivileged, are nurtured." Volume I focussed "on the research studies - the home and wider environmental conditions of the young child in some of the English-Speaking Caribbean islands, and explores and describes the contributions which some concerned and interested social scientists have already made to an understanding of the lot of the 'Children in the Lesser World in the English-Speaking Caribbean'."[+] In Volume II, Grant[•] described the "community inseparable factors which influence the living standards of individual household and consequently the life style of the children, especially the underprivileged." In the Dynamics of the Study, Alexander[¢] gave a "description of the data-gathering in connection with what it is hoped will be that phase of the Life Style Study that will provide the information needed to understand and provide for the cognitive, affective and self-awareness development of the underprivileged child in the region."

[+] Grant, D.R.B. (1980) Life Style Study: Children of the Lesser World in the English-Speaking Caribbean: Volume I: The Literature in Retrospect, BVLF Centre for Early Childhood Education, Mona, Kingston 7.

[•] Grant, D.R.B. (1981) Life Style Study Volume II: Ecological Characteristics of the Target Areas.

[¢] Alexander, George (1981) Life Style Study Volume III: Dynamics of the Study.

The emphasis in this Life Style Study is on the disadvantaged child. This is so, because research findings on the critical variables of environmental influence on child development, dramatically assert that children deprived of a mother's care suffer developmental retardation. Infact, the studies of Ainsworth, Maccoby & Masters, Schaffer et al, and Walters & Parke show that differences in patterns of development have been contributed to by differences in amount of maternal contact and varying child-rearing practices.[+] In the Caribbean, political awaking to the need for upgrading the quality of life for the poor has created pressures for descriptive data about the conditions under which the children of this group are brought up.

It is not difficult to identify some of the factors which seem to have contributed to the Caribbean Governments' interest in, and concern for underprivileged children in their islands. As indicated above, the explosion in research findings on different aspects of child development especially in the area of learning, stirred the conscience of many policy-makers. Over the

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[+] Ainsworth, M.D. (1963) "The Development of Infant-Mother Interaction among The Ganda." In B.M. Foss (ed.) Determinants of Infant Behaviour. Vol. 2, New York: Wiley.

[+] Maccoby, E.E. & Masters, J.C. (1970) "Attachment and Dependency." In P. Mussen (ed.) Carmichael's Manual of Child Psychology. Vol. 2. New York: Wiley, 1970.

[+] Schaffer, E.S.; Furfey, P.H. & Harte, T.J. (1968) Preschool Program in Compensatory Education. No. 1 Washington, D.C. Government Printing Office.

[+] Walters, R.H.; R.O. Parke (1965) Advances in Child Development. No. 2, (59-96).

last two decades a number of experimental programmes, especially the Bernard Van Leer Foundation Project for Early Childhood Education in Jamaica, have heightened interest in the education and care of the underprivileged. The Bernard Van Leer Foundation Seminars on Early Childhood Education held in Kingston and Curacao brought to the fore the need for a partnership between Government and the private sector "to promote and support such schemes and projects as will enable children who are handicapped by their economic, social or cultural background or environments to achieve their innate intellectual potential."+

This Monograph, was not initially conceived as part of the series of the Life Style publications, but because of the large quantity of data* which emerged from the research, it was considered advisable to let Elsa Leo-Rhynie write this Data: Pointers to Relationships as the fourth in the series of the Bernard Van Leer Foundation Life Style Study publications. The purpose of this Monograph, Volume IV, is to encourage further indepth study of the data by B.Ed students specialising in early childhood education in the School of Education, U.W.I., and students in preservice courses in Teachers' Colleges.

+ Oscar Van Leer's letter to Dr. Phillip Sherlock, Vice-Chancellor, U.W.I. 2nd June 1966, re funding of P.E.C.E.

* The data are stored in "three 80 column punch cards with careful design which conform to principles outlined by Sonquist." (Alexander, op cit).

Elsa Leo-Rhynie is Research Fellow in the Research and Higher Degrees Section of the School of Education, U.W.I. She assists in the teaching of Child Development courses, and in the supervision of studies undertaken by B.Ed students who specialise in Early Childhood Education. From these positions she foresees great possibilities for students (i) to make use of the Life Style data in a variety of ways, (ii) to interpret the data from various points of view and (iii) to report the data for different levels of readers. It is from this perspective that she includes the Code Books in this Volume, and gives some "Pointers to Relationships" for the benefit of students who may wish to probe some more beyond the frequency occurrence of the data that will be reported in Volume V.

I am particularly grateful to Elsa Leo-Rhynie, who, despite her heavy work load in the School of Education, and the many adversities re key punching experienced by the Life Style Study over the last twelve months, found time and sufficient optimism to write this Monograph.

D.R.B. Grant

1982

ACKNOWLEDGEMENTS

As a developmental psychologist I am keenly interested in the process and product of this Life Style Study research. This interest has been heightened by:

D.R.B. Grant, who as Coordinator of the Study inveigled me to participate in the research design and activities. I am indebted to him for his constant encouragement during the writing of this Monograph;

George Alexander, whose skill as a statistician was placed at my disposal, and spearheaded the preparation of the Code Books (Appendix I). I am grateful to him for his contribution to the discussions concerning some generalisations that could be deduced from the Tables;

Robert A. LeVine, who as head of the Department of Human Development Graduate School of Education, Harvard University, was unsparing in sharing his research experiences with me. I thank him for his expressed interest in 'collaborative effort in research';

I am grateful also to Karlene Alexander for her precision in coding the questionnaire and cross checking the key punching done by M. Tulloch, et al as well as to Grace Chong for typing the Monograph with such care.

Elsa Leo-Rhynie
1982

SECTION I

THE INTERVIEW SCHEDULE and CATEGORY OF INFORMATION

The Need for Reliable Data:

Emergent nations such as those of the Caribbean need to recognise and plan for the development of the human resources on whom the future of their countries depends. This planning must be based on sound, reliable data produced as a result of careful, systematic research. The Life Style Study sets out to obtain such data for Caribbean children of 0-3 years of age.

The study was conceived as an "ecological survey", identifying and recording the experiences of underprivileged English-Speaking Caribbean children. It was envisaged that the data generated would enrich the pool of knowledge which already exists, and which has been reviewed by Grant (1980). The demographic features of the territories included in the survey have been fully described by Grant (1981). Alexander (1981) outlined the project objectives, and provided details of the procedures involved in obtaining the data. He divided the Proposal objectives into "short-term aims" and "long-term aims". Among the former he includes the collection of:

> (i) "data on the 0-3 year-old English-Speaking Caribbean child, in areas that may affect the child's cognitive and affective functioning as well as his self-awareness." (p.2(b))

The need for this Monograph is clearly indicated in his claim that one of the long-term aims of the Study is

> "to provide data from which to formulate hypotheses which will form the basis for further investigation on the development of the underprivileged child in the English-Speaking Caribbean." (p.3(g))

This Monograph, on The Data: Pointers to Relationships, sets out to motivate students to use the existing data as the basis for further study of the relationship of the environmental factors already investigated, to the development of the children involved. It is hoped that the indepth studies of these data will contribute to the formulation of the hypotheses envisaged as part of the long-term aims defined by Alexander.

The Data Available

Eight Caribbean territories[+] were included in the survey -- three from the Leeward Islands (L), three from the Windward Islands (W), and Barbados and Jamaica (C). Of the eight, two -- Montserrat (Windward Islands) and Dominica (Leeward Islands) -- were classified as reserve/standby.[•] Alexander (1981) described the

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[+] (W) Antigua, St. Kitts, Montserrat. (L) St. Lucia, St. Vincent, Dominica. (C) Barbados, Jamaica.

[•] For reasons, see: Grant, D.R.B. (1981) Life Style Study .... Volume II: Ecological Characteristics of Target Areas p.p 5.

guidelines for the sampling procedure and the method used to establish an appropriate sample frame, and the random selection of participants from each island.+

In order to be in a position to make generalisations on the "pointers to disadvantage" the Interview Schedule had to be "designed to collect critical information on the behaviour setting in which the child develops." This was highlighted by the Project Coordinator's baseline criteria for selecting the content of the Schedule --

> -- "All questions on the Interview Schedule should provide information on the context in which the child develops rather than on the child's development."•

This baseline criterion made it evident that the information obtained from the Schedule would provide data on the degree of environmental stimulation available to the underprivileged child, and, to a certain extent, define the level of poverty of the family environment. Toward this end, it was decided that the Schedule should focus on four broad types of significant variables:

(i) Demographic characteristics of the household,

(ii) Social environment of the household,

+ Alexander, George. op.cit (pp. 46-48)

• _____ (pp. 33)

(iii) Activities of the household family,

(iv) Opinions and attitudes of the householder."[+]

It was agreed, also, that the responses to the Schedule would be supplemented by the interviewer's opinions and impressions of observable features of the home and neighbourhood conditions.

Outline of Data

The vast quantity of data generated has been keypunched and can be made available to students and other workers in the field upon request to the Bernard Van Leer Foundation or the Centre for Early Childhood Education. In order to inform researchers of the scope of the material collected, and to facilitate those who may require some of the information currently banked, a comprehensive outline of the data generated by the study is now presented.

On the household of each child, 0-3 years old, the following information is available.

CARD ONE

(Demographic Characteristics)

The coding on this Card covers information about members of the household:

[+] Alexander, George. op.cit (pp. vi)

(i) A listing giving AGE and SEX of members of the household (including the child) by RELATION or CONNECTION to the child.

(ii) The MARITAL STATUS and WHEREABOUTS of the child's PARENTS, and AGE (of the child) at which absentee parent(s) left the child.

(iii) The number of ADULT household members who have been educated at the secondary and/or tertiary level.

(iv) The frequency of visits of child's MOTHER to the CLINIC during PREGNANCY, and in the FIRST SIX MONTHS after birth of the baby.

(v) The AGE OF CHILD'S MOTHER at time of child's birth and at birth of mother's FIRST CHILD.

(vi) A catalogue of types and frequency of ILLNESSES suffered by the child, and AGES at which these occurred (See Appendix II).

(vii) Details of the OCCUPATION and INCOME of members of the household. (See Appendix III)

(viii) RELEVANT PARENT ATTITUDES:

(a) Extent to which interviewees consider TRAITS of the child desirable. (There are 10 of these STATEMENTS, e.g. "that the child is popular with other children.")

(b) Extent to which interviewees agree with certain STATEMENTS which reflect their opinion re CHILD REARING. (Responses are made to 10 statements, e.g. "children must obey their parents and behave themselves.")

(c) Frequency with which interviewees perceive child as EXHIBITING SPECIFIC BEHAVIOURS. (There are 5 types of behaviours, e.g. "disobedience")

(ix) Type of COMMUNITY in which child lives.

CARD TWO

(Child Development)

On this Card there is coding of information about the child's maturity as demonstrated in achievement of the "Developmental Tasks" appropriate to his/her age:

(i) Whether at the time of the interview the child needed HELP in
(a) buttoning clothes,
(b) finding and replacing toys.

(ii) Whether the child tried to help HIM/HERSELF -- (growth in independence).

(iii) The age of the child, in months, at which the mother:

(a) stopped BREAST-FEEDING,

(b) began TOILET TRAINING

(iv) The age of the child, in months, at which:

(a) -- he began to WALK independently,

(b) -- he began to TALK clearly.

(v) Degree to which the child EXHIBITS specific SOCIAL BEHAVIOURS. There are 16 types of behaviours, e.g. aggressive --, ask questions, is possessive of people.

(vi) INTERACTION with PEERS.

(a) Frequency, duration and status of INTERACTION WITH PEERS,

(b) MEMBERS of child's peer group,

(c) PLACES where child MEETS OTHER CHILDREN.

(vii) DISCIPLINE in the HOME.

Frequency with which interviewees use specific strategies to

(a) PUNISH the child,

(b) REWARD the child.

CARD THREE

(Social Environment of the Home)

Coding on this Card refers to information about the environmental deficits in terms of the material and attitudinal conditions in the home of the child:

(i) The extent to which certain stated persons help with REARING the child,

(ii) the NUMBER of HOURS the "CARETAKER" parent is AWAY from home.

(iii) The child's SLEEPING arrangements.

(iv) Approximate BED-TIME and WAKING-UP time.

(v) (a) LIBRARY MEMBERSHIP of the household,

(b) Number of BOOKS in the home for ADULTS, and for CHILDREN.

(vi) The presence or absence of 6 named APPLIANCES in the household.

(vii) The frequency with which NEWSPAPERS, BOOKS etc. are READ in PRESENCE of or to the child.

(viii) The frequency with which the child WATCHES certain types of T.V. programmes and/or LISTENS to Radio programmes.

(ix) Whether specific materials which contribute to the development of the VISUAL-MOTOR PERCEPTUAL SKILLS are provided.

(x) Adult-child interaction/Attachment

(a) The frequency with which an adult TALKS and/or SHARES ACTIVITIES with the child. (Selection is made from 10 types of situations/activities e.g. "talks quietly and pleasantly with the child",)

(b) The frequency with which the child is PERMITTED to do certain SOCIAL ACTIVITIES. There are 6 types of activities from which selection is made, e.g. "throw and catch",)

(c) Frequency with which INTERVIEWEE or other ADULT(S) participate in any of THESE ACTIVITIES (those mentioned under (x)(b) above).

(d) The frequency with which mother or any other adult RELATES IN SPECIFIC WAYS with the child (information is gathered from response to 4 kinds of adult-child relationships.

Interviewer's Observations

The coding of these Sections of the Interview Schedule covers information on:

(xi) the TYPE OF STRUCTURE AND NATURE of the house in which the child lives. (There are 8 descriptions from which a selection can be made, e.g. in a tenement yard", "wooden house",)

(xii) the APPEARANCE of the home -- (rated on a 5-point scale, ranging from "shoddy" to "immaculate",)

(xiii) an assessment of the TYPE, QUANTITY and QUALITY of the amenities in the home -- (rated on a 4-point scale from "provide less than basic needs" to "very comfortable,")

(xiv) the type of NEIGHBOURHOOD in which the child lives - (with description ranging from "appreciating residential area" to "is a slum area,")

(xv) the availability of PLAYING FACILITIES in the child's neighbourhood,

(xvi) an open-ended question to accommodate OCCURRENCE OF OTHER FEATURES in the neighbourhood. (See Appendix IV)

This Section of the Monograph has described in outline form the information generated by the Schedule. Nevertheless, any student who proposes to ascertain and establish relationships between the variables included in the interview questionnaire should refer to and become acquainted with the Parent Interview Schedule, since the above outline of the data available gives only a precis of the scope of the content of the Schedule. However, the Section on "Relationships" gives some pointers on possible directions of interrelationship among some of the variables.

SECTION II

The reporting plan is for the frequency occurrence of the data under each variable included in the Schedule to be documented in Volume V. These findings will be reported in this manner in order to reach a wide circle of readers (including laymen) through non-technical language which will add to the pool of existing knowledge, as well as provide a depth of understanding among some concerned citizens of the region. It is hoped that these contributions will be the source of information for those who think they know, but whose knowledge of the conditions under which underprivileged children live in the region stems from an intuitive rather than a reliable data base.

The data available make it possible to examine the frequency occurrence of each variable for individual territories, as well as for boys and girls, separately. In the case of Jamaica the data can be studied in relation to the different "economic communities" sampled -- Sugar estate, Farming, Fishing, Manufacturing, Tourism, and Mining (Bauxite). In addition, cross tabulations can be computed to allow for comparisons between territories, "economic communities", and/or the sexes of children.

The study focuses on the context which can influence the three main areas of the development of the child -- the physical, the cognitive, and the socio-emotional. But as Alexander[+] points out, "the three are interrelated and factors affecting one area would

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[+] Alexander, George. op cit, pp. 32.

very likely influence the other areas, directly or indirectly." Meanwhile, researchers, such as Bloom[+] agree that there are significant relationships between family conditions and process variables on the one hand and the behaviour patterns and cognitive development of the child, on the other. Simularly, the results of the national evaluation of the Head Start Programme in the U.S.A. in 1966-67 suggest that there is not only some relationship between these variables and the cognitive stimulation and emotional support available to the child, but also they offer the means whereby it is possible to predict to a certain extent, children's gains in school during the year.

Many educators are of the opinion that occupation, and income level of the breadwinner are reliable measures of not only the socio-economic status of the home-environment, but also of other home/environmental features. There is no doubt that UNEMPLOYMENT and/or UNDER-EMPLOYMENT of the father in the intact family may have a profound effect on the relationships within the family and thus influence the context in which the child develops. One possible area of research would seem therefore to examine the differences existing, between those households where there is a steady income provided by an employed male head of household and those where there is no such security.

More often than not, parents of large families[•] tend to belong to the unskilled and/or the labouring

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[+] Bloom, Benjamin. Stability and Change in Human Characteristics. New York: Wiley, 1964.

[•] 4 or more children.

categories of occupation, and it is generally believed that the children of these families are not only more likely to be below average in their school work, but also suffer from other disadvantages. The data could be used to explore whether the number of children, the spacing and sex of the siblings tend to influence the pattern of interaction and parental sensitivity. Other relationships which could be studied include those between Parental OCCUPATION/INCOME and

(i) Child rearing and sleeping arrangements

(ii) Parent-child interaction

(iii) Breast feeding and toilet training characteristics

(iv) Parent's use of the clinic, and the health of the child.

The phenomenon of father-absence is also often observed in Caribbean homes (Leo-Rhynie and Gaynor, 1981). Comparisons between father absent and father present homes on the major variables, also seem to be a fruitful area for study.

Observation of the behaviour of parents in large families shows that they function somewhat differently from their counterparts in small families. For one, they tend to be more authoritarian, and more likely to use corporal punishment, and less likely to use praise when the child does something that pleases them. To what extent is there any relation between the OCCUPATION/INCOME of the householder, the size of

the family, and the type of discipline practised in the home?

Children are more apt to be anti-social in their behaviour, if their parents punish them physically, inconsistently, and/or indiscriminately. However, in most underprivileged homes, it is observed that parents tend to treat their sons and daughters differently, and expect different types of behaviour from them -- girls are encouraged/expected to be affectionate and placid, nothing is wrong if the boys are loud and "fight for their rights". From the data generated by the study it should be possible to establish the significance of any relationship existing between the occupation/income level of the householder and

(a) the behaviour traits of the child that they consider desirable,

(b) the child's growth in independence, physically, socially.

Differences in the expectations for behaviour of boys and girls could also be examined.

Accepted is the fact that infants do not need to be "taught" new skills, since their inherent maturational pattern ensures that, under normal conditions, they progress naturally from one stage of development to the next. A restrictive environment can, however, impede this development. If young children live in a barren environment where they receive only minimal care and limited stimulation from their mother, development is likely to be retarded -- they will not reach out to enrich/widen

their experiences. White and Watts[+] found that the number of interactions a child has, the quality of the interactions, and the kinds of activities in which the child engages will contribute to his/her intellectual and social competences. Evidently one of the implications of this finding which the data can confirm is whether occupation/income level of the householder is significantly related to

(a) the child's exposure to language development opportunities. (books, conversation with parents)

(b) the child's exposure to materials which could enhance the development of visual-motor perceptual skills. (toys, games)

(c) the child's achievement of the "Developmental Tasks".

(d) the child's interaction with his/her peers

Interrelationships of these variables would also prove interesting.

Hanson[•] in reporting his findings on the relationship between environmental variables and the intelligence

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+ White, B.L. and J.C. Watts (1973) Experience and Environment. Vol. 1. Englewood Cliffs, Prentice Hall, New Jersey.

• Hanson, R.A. (1975) "Consistency and Stability of Home environment Measures Related to I.Q." Child Development - No. 46, (470-480).

of the child, observed, inter alia, that the parents' level of education influenced the language development of the child and encouraged intellectual competence. In view of this and other significantly similar findings it would seem imperative that an attempt be made to examine the relationship between the EDUCATIONAL LEVEL of the householder and

(i) the child's exposure to language and experience development opportunities. (reading material, conversation with parents, viewing T.V., visits to places of interest, etc.)

(ii) the parent-child interaction

(iii) the health of the child

(iv) the child's achievement of the "Developmental Tasks" (at his/her stage of development), and reward for performances

Sex differences in these relationship could also be profitably explored.

Information on the library membership of parents, the number of books in the home and the frequency with which parents read to children and/or in their presence, could be used to support or reject the hypothesis that the higher the parents are on the educational ladder, the more likely are they to encourage their children to read and develop verbal fluency. It would be more than interesting to ascertain the relation between the READING HABITS of parents and

(i) their educational level

(ii) the child's exposure to materials which should enhance the development of the motor visual perceptual skills

(iii) the mother-child interaction

(iv) the frequency with which the child is exposed to child reading materials

(v) their attitude toward the selected behaviour traits of the Child

Since teenage parenthood is a very common concern, and is on the increase in the region, it would be more than interesting to examine the relationship of the age of mothers to some selected variables in the study.

Doctors explain that the developing child is usually well-protected in the mother's uterus. But they advise that many birth defects are results of the mother's illness, stress, exposure to drugs, and/or improper nutrition during pregnancy. Additionally, they warn that mothers who consume excessive amounts of alcohol are likely to give birth to small babies with retarded motor development, and mothers who smoke heavily may also have smaller babies. These observations, based on studies done in other cultures suggest the need for an examination of relation between TEENAGE PARENTHOOD and

(i) the mother's visits to the clinic and the health history of the child

(ii) the child's achievement of the "Developmental Tasks"

(iii) the child's exposure to materials which could enhance the development of the visual-motor perceptual skills

(iv) age in months at which the child begins to walk independently and to talk clearly

There is a common belief that young mothers are more energetic, more tolerant, and more flexible toward their children, than older mothers. The opposite point of view is that the older mothers are warmer and more affectionate toward their children. Use should be made of the relevant data generated by the study to ascertain the relationship between AGE OF MOTHER and

(i) parent-child relationship. (attachments/response)

(ii) breast feeding and toilet training time frame

(iii) mother's absence from home (frequency, timing arrangements for care of child, etc.)

In large families the baby is cared for by many adult figures and older siblings. In the case of teenage parenthood the care of the baby is usually divided between the unready mother and the young grandmother. This type of multiple 'care taking' could result in inconsistent patterns of nurturing,

and therefore "increase the child's sense of an "unstable world." Since this feature of "care-taking" is characteristic of child rearing in the Caribbean, and generally results in the "care-givers" emphasis being on the control and inhibition of behaviour instead of on guidance and facilitation, much could be gained by investigating the relationship between AGE OF MOTHER and

(i) helpers with rearing of child, and the whereabouts of the absent mother (age of child when mother left)

(ii) her opinion on certain child rearing statements

(iii) her response to certain defined traits and behaviours of the child

(iv) the use of reward and punishment

An examination of the "Pointers to Relationships" suggested above, reveal a search for further enlightenment on the relations between measures of competence of child development (in language, social, and physical) and (i) age of mothers, (ii) occupation and income of the householder and/or responsible father, (iii) educational level of the householder, and (iv) position of the child among his/her siblings. It is hoped that the findings of these analyses of relations/interrelations between mother and child will enrich knowledge and understanding of child development in the Caribbean, in in areas such as

the child's early language competence as related to quality and quantity of maternal verbal stimulation;

the play behaviour of the child as related to the amount of stimulation with toys and objects which he/she received from mother at home,

the child's expression of happiness and positive involvement with mother as related to a happy, loving mother's expression of happy positive emotions,

the relationship between the child's maturational level and the parental factor of intellectuality.

In fine, certain studies seem to indicate that children's overall competence is significantly related to maternal care; that the child's cognitive development and the complexity of his/her play with toys, etc., are influenced by the amount of time the mother spends with him/her playing with these materials. If these findings are accepted as pointers to the quality and quantity, and the status and process of the maternal stimulation of the 0-3 year olds, it would be safe to imply that mothering is a job for which women can be prepared by learning about child development and rearing, and that those thus prepared are more likely to do a better job.

APPENDIX I

LIFE STYLE STUDY

CODE BOOK

1-3

APPENDIX I

CODEBOOK

ONE

..... for responses on Card # 1

SECTION I

Ques. 1

Column 1 — Relationship of Interviewee to child

1. Mother
2. Grandmother incl. Great-grandmother
3. Father
4. Aunt (including Grand Aunt & Great Aunt)
5. Uncle
6. Cousin
7. Older sibling - brother or sister
8. Other relationship - in law, God parent etc.
9. Not ascertained
0. No relationship

Column 2 — No. of children in household 4 years old or less

x. Amount determined by counting
7. Seven or more
8. Don't know
9. Not ascertained

Column 3 — No. of males (boys) in the group (Code as above)

Column 4 — No. of females (girls) in the group (Code as above)

Ques. 1 contd.

Column

5 — No. of children in household who are between 5 and 10 years old.

x. Amount determined by counting
7. Seven or more
8. D.K.
9. N.A.

Column

6 — No. of males (boys) in the group (Code as above)

7 — No. of females (girls) in the group (Code as above)

Column

8 — No. of adults in the household

x. Amount determined by counting
7. Seven or more
8. D.K.
9. N.A.

Ques. 2

Column

9 — Parents' Marital Status

1. Married
2. In a common-law union
3. Unmarried
4. Separated or Divorced
7. Other
8. D.K.
9. N.A.

Ques. 3

Column

10 Mother lives in the household?

1. No
2. Yes
8. D.K.
9. N.A.

11 Mother's whereabouts

0. INAP: lives in household
1. Dead
2. Overseas
3. Kingston
4. Living in community
5. Another town/community
6. Works on a boat
7. Other
8. D.K.
9. N.A.

12, 13 Child's age in months when 'Mother' left.

00. INAP; mother lives in household
xx. Enter age in months
98. D.K.
99. N.A.

Ques. 4

Column

14 Father lives in the household?

1. No
2. Yes
8. D.K.
9. N.A.

Column

15 Father's whereabouts

1. Dead
2. Living abroad
3. Kingston
4. Living in community
5. Another town/community
6. Works on a boat
7. Other
8. D.K.
9. N.A.

16, 17 Child's age when 'Father' left

00. INAP; Father lives in household
xx. Enter age in months
96. Never lived in household
98. D.K.
99. N.A.

Ques. 5

Column

18 Members of household educated at TERTIARY level.

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven or more
8. D.K.
9. N.A.

Ques. 6

Column

19 Members of household educated at SECONDARY level.

0. None
1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven or more
8. D.K.
9. N.A.

Ques. 7

Column

20 Did Mother visit clinic during pregnancy?

1. Yes
2. No
8. D.K.
9. N.A.

Ques. 8

Column

21 How frequently during pregnancy?

0. INAP; did not visit
1. Once
2. Twice
3. Thrice
4. Four times
5. Five times
6. Six to nine times
7. More than nine times
8. D.K.
9. N.A.

22 How frequently during 1st six months after birth of child/

(Code as above)

Ques. 9

Column	
23, 24	Age of mother at birth of first child xx. Code age in years 98. D.K. 99. N.A.
25, 26	Age of mother at birth of this child (Code as above)

Ques. 10

Column	
27	No. of instances in which child has been ill 0. None - child has not been ill 1. One 2. Two 3. Three 4. Four 7. More than four 8. Don't know 9. Not ascertained
28, 29	Age of child at first illness 00. INAP; child has not been ill xx. Code age in months 98. D.K. 99. N.A.
30, 31	Age of child at second illness (Code as above)
32, 33	Age of child at third illness (Code as above)
34, 35	Age of child at fourth illness (Code as above)

Ques. 10 contd.

Column

36, 37 What was wrong at first illness?

00. INAP. Child was not ill
01. Dysentery
02. Fever
03. Rashes
04. Teething problems
05. Gastroenteritis
06. Vomiting
07. Cold, influenza
08. Tonsilitis
09. Abscess
10. Ear complaint
11. Bronchitis
12. Hernia
13. Pneumonia
14. Heart complaint
15. Asthma
16. Eye problem
17. Scabies (skin problem)
18. Whooping cough
19. Haemorrhaging/Bleeding
20. Constipation
21. Stomach complaint
22. Allergy
23. Burns
24. Measles
25. (Ptomaine) poisoning
26. Broke, sprained, injured part of body
27. Worms
28. A fall
29. Malnutrition
30. Sore mouth, thrush
31. Weight problem
32. Sinusitis
33. Complications after vaccination
34. Swelling in some part of the body
35. Typhoid
36. Boils
37. Loss of appetite
38. Problem with teeth
39. Dehydration
40. Infected salivary gland
41. Piles
42. Urinary infection
43. Fits
44. Problem with navel
45. Fainting
46. Nose problems

97. Other
98. D.K.
99. N.A.

Ques. 10 contd.

Column	
38, 39	What was wrong at second illness? (Code as above)
40, 41	What was wrong at third illness? (Code as above)
42, 43	What was wrong at fourth illness? (Code as above)

SECTION 2

Column	
44-46	Total weekly income

xxx. Code amount in dollars
997. Other form of income - subsistence
998. Don't know
999. Not ascertained

SECTION 6

Ques. 1

Column	
47-56	Desirable attributes for child (For each of a), b), c), etc.)

1 = Very desirable
2 = Desirable
3 = Not really necessary
4 = Not at all necessary
8 = Don't know
9 = Not ascertained

Ques. 2

Column	
57-66	Agreement with attitude reflecting statements (for each of a), b), c), etc.

1 = Strongly agree
2 = Agree
3 = Disagree
8 = D.K.
9 = N.A.

Ques. 3

Column

67-71 Child's demonstrated characteristics (For each of a), b), c), etc.)

1 = Very often
2 = Sometimes
3 = Now and again
8 = D.K.
9 = N.A.

Identification

Column

73, 74 Interviewer

01
02. R. Blackwood
03. Ophelia Chambers
04. Mrs. DaCosta
05. Peggy Cooke
06. Aston Forde
07. Enid Simpson
08. Enid Lewis
10. Joyce Garrick
11. Pauline Ritchie
12. M. Samuels
13. Hettie Guy
14.
15.
16.
17. Verna Hewitt
18. Marcia Forde
19.
20.
21.
22. Leonie James
23. Winnifred King
24. C. Williamson
25. Vyleen Hazel
26. Jennifer Greenaway
27. Marcia Lesmond
28. Marina Henry

Column	
75	Sample Region/Territory 1. Barbados 2. St. Kitts 3. St. Vincent 4. Antigua 5. Dominica 6. Montserrat 7. St. Lucia 9. Jamaica
76	Parish/Zone Jamaica 1. St. Ann 2. Westmoreland/St. Elizabeth 3. Manchester 4. Portland (Moore Town) 5. St. James 6. St. Thomas 7. St. Catherine 8. Clarendon 9. St. Mary
77	Community type 1. Sugar estates 2. Farming 3. Fishing 4. Manufacturing 5. Tourism, hotels 6. Bauxite 7. Urban (Eastern Caribbean) 8. Rural (Eastern Caribbean) 9. Rural Carib (Eastern Caribbean)
78-80	Interviewer Number Coded in ascending order from '001' by each interviewer

CODEBOOK

TWO

..... for responses on Card #2

SECTION 6 contd.

Ques. 4 & 5

Columns

1-10 Method of discipline/reward
(For each of a), b), c), etc.)

1. All the time
2. Most of the time
3. Sometimes
4. Hardly ever
5. Never
8. Don't know
9. Not ascertained

SECTION 7

Ques. 1

Columns

11-17 (Describing) The Child
(For each of a), b), c), etc.)

1.
2. not ticked
8. Don't know/can't say
9. N.A. (Indicated as such)

Ques. 2

Columns

18-19 Child's - Age in months
... When (M) stopped breast feeding

00..... never breastfed
xx..... code age in months
98..... don't know
99..... not ascertained

Columns

20-21 ....began toilet training

22-23 " walking

24-25 " talking clearly

00 .... not toilet trained, not walking not talking clearly
98 .... don't know
99 .... not ascertained

Ques. 3

Columns

26-39 Child's characteristics
(For each of a), b), c), etc.)

1. Very much so
2. Somewhat/sometimes
3. Not very much
4. Not at all
8. Don't know
9. N.A.

Ques. 4

Column

40 Does child pine....?

1. Yes
2. No
3. Sometimes
8. Don't know/Can't say
9. N.A.

SECTION 4

Ques. 1

Column

41 Hours per day child is with playmates/friends?

0..... INAP, has no friends or not allowed

1. 1 hour
2. 2 hours
3. 3 "
4. 4 "
5. 5 "
6. 6 "
7. 7 hours or more
8. Don't know
9. N.A.

Ques. 2

Columns

42-43 Times per month child goes to Sunday School or Church or any other place where he would meet other children.

00 ... Doesn't go
xx ... Code number of times (Converted if necessary to times per month)
98. Don't know
99. Not ascertained

Ques. 3 Children in playgroup are mostly ....

Columns ... All appropriate ones to be ticked

44 boys

45 girls

46 brothers

47 sisters

48 relatives

49 friends

1.
2. Not
0. INAP, no playgroup
8. Don't know
9. Not ascertained (If so indicated by interviewer).

Ques. 4

Columns

50-51

00. INAP, no playgroup
xx. Code number given
98. Don't know
99. Not ascertained

Ques. 5 (i)

Column Has child ever had a party?

52

1. Yes
2. No
8. Don't know
9. Not ascertained

Ques. 5 (ii)

Column	Has child ever attended a party?
53	1. Yes 2. No 8. Don't know 9. Not ascertained

SECTION 2

DETAILS OF INTERVIEWEE'S EMPLOYMENT

Column	
54	Months employed during year
	0. INAP, unemployed 1. 1-2 months 2. 3-5 months 3. 6-8 months 4. 9-12 months 8. D.K. 9. N.A.

Columns 55-56 — Source of Income

01. Musician	0. INAP
03. Waiter/Waitress	02. Teacher
05. Chef/Cook	04. Fisherman
07. Tailor	06. Policeman
09. Labourer/Agricultural Worker	08. Factory Worker
11. Vendor, Seller	10. Bartender/Bar Operator
13. Porter	12. Clerk/Cashier
15. Guard/Watchman	14. Driver
17. Welder	16. Housekeeper
19. Woodcarver/Curio Maker	18. Secretary/Typist
21. Taxi operator	20. Hotel Worker
23. Janitor, Caretaker	22. Shopkeeper/Shop Asst.
25. Nurse	24. Maid/Helper/Cleaner
	26. Hairdresser

Columns
55-56(contd.) Source of Income (contd.)

27. Baker
28. Dressmaker/Dress Designer
29. Seaman
30. Butcher
31. Cane Cutter/Cane Worker
32. Pensioner
33. Minibus Operator
34. Foreman/Supervisor
35. Technician
36. Painter
37. Mason
38. Carpenter/Cabinet Maker
39. Plumber
40. Electrician/Electric Co. Worker
41. Telephone Operator
42. Accountant
43. Fireman
44. Farmer
45. Washerwoman
46. Nurse's Aid/Health Aid
47. Bauxite/Mines Worker
48. Messenger
49. Mechanic
50. Soldier
51. Railway Worker
52. Businessman/woman
53. Pipe Fitter
54. Upholsterer
55. Gas Station Worker
56. Youth Worker/Social Worker
57. Salesperson
58. Postmistress/Postal Worker
59. Tourist Guide
60. Lifeguard
61. Public Health Worker/ Parish Council Worker
62. Contractor
64. Engineer
63. Immigration/Customs Officer
65. Hospital Worker
66. Millwright
67. Shoemaker
68. Apiarist
69. Bus Worker
70. Gardener
71. Ancillary Worker
72. Dietitian
73. Citrus Co. Worker
74. Overseer (Estate)
75 Civil Servant
76. Printer
77. Research Assistant
78. Tractor/Forklift operator/ Machine operator
79. Riding Teacher/Race Horse Trainer
80. Prison Officer
81. Water Worker
82. Chemist
83. Meteorologist
84. Linesman
85. Agricultural Officer
86. Portworker
87. Banker
88. Statistical Officer

Columns

55-56 (contd.)

89. Sports Officer
91. Minister of Religion
93. Does Smocking
95. Games Attendant, Keep-fit Assistant

Source of Income (contd.)

90. Manager
92. Weaver
94. Well-digger
96. Photographer

98. D.K.
99. N.A.

Columns

57-59 Amount of Income

000 = INAP, none
xxx = Code amount per week in Jamaica dollars
998 = D.K.
999 = N.A.

DETAILS OF EMPLOYMENT OF OTHER MEMBERS OF HOUSEHOLD

Household Member No. 1

Columns

60 Months employed during the year (Code as Column 54)

61, 62 Source of income (Code as Columns 55, 56)

63-65 Amount of income (Code as Columns 57-59

Household Member No. 2

Columns	
66	Months employed during the year (Code as Column 54)
67, 68	Source of income (Code as Columns 55, 56)
69, 70, 71	Amount of income (Code as Columns 57-59)

CHILD'S SEX

Column	
72	1 = Male
	2 = Female

•As column 72 is blank on CARD 1, this code on CARD 2 also indicates CARD number. On CARD 3, Column 72 is coded "3" for all respondents.

CODEBOOK

THREE

.....for responses on Card #3

SECTION 3

Ques. 1

Columns

1-	grandmother
2-	grandfather
3-	aunt
4-	brother or sister
5-	neighbour
6-	maid
7-	other
8-10	not used

6 - person does not help
1 - helps small part of day, up to 25%
2 - helps good part of day, 26-50%
3 - helps most of day, 51-75%
4 - helps almost all day, 76-100%
8 - don't know
9 - not ascertained

Ques. 2(a)

Columns

11-12 Number of hours "caretaker" is away from home

xx ... number of hours
98 ... don't know
99 ... not ascertained

Ques. 2(B)

Column

13 Where

0 - Day Care Centre/Nursery School
1 - At home
2 - Grandmother's home
3 - Aunt/uncle's home
4 - Neighbour/friend's home
5 - Child goes with parents
6 - Cousin's home
7 - Father's home
8 - Don't know
9 - N.A.

14 With whom

0 - Babysitter, Teacher, Day Care attendant
1 - Brother and/or Sister
2 - Grand/Great grandmother
3 - Aunt/uncle
4 - Cousin
5 - Maid
6 - Father/grandfather
7 - Neighbour/friend
8 - Don't know
9 - Not ascertained

Ques. 3

Column 15

Child's Sleeping Arrangements

1. Has his own bedroom
2. Shares bedroom with other children, but has his own bed
3. Shares bedroom with other children and parents but has his own bed
4. Shares a bed with other children
5. Shares a bed with (specify)
8. D.K.
9. N.A.

Ques. 4

Column 16

Child's Bedtime

1. Between 6 p.m. and 7 p.m.
2. Between 7 p.m. and 8 p.m.
3. Between 8 p.m. and 9 p.m.
4. Between 9 p.m. and 10 p.m.
5. After 10 p.m.
8. D.K.
9. N.A.

Ques. 5

Column 17

Expected Waking Time

1. Before 6 a.m.
2. Between 7 a.m. and 8 a.m.
3. Between 8 a.m. and 9 a.m.
4. Between 6 a.m. and 7 a.m.
8. D.K.
9. N.A.

Ques. 6

Columns	Library Membership of Interviewee
18	1. Member 2. Was a member 3. Never was a member
19	Household Library Membership 0. None x. Number of people up to 6 7. Seven or more members 8. Don't know 9. Not ascertained

Ques. 7a, 7b

Column	Number of books for adults
20	0. None 2. Few (up to 5) 3. More than 5 6. Many (more than 30) 7. More than 100, or "Library" 8. D.K. 9. N.A.
Column	Number of books for children
21	Coded as above

Ques. 8 (first 3 appliances)

Column	Appliances possessed
22	1. Television only
	2. Television and radio
	3. T.V. and record player
	4. Radio and record player
	5. Radio only
	6. Record player only
	7. T.V., radion and record player
	8. Don't know
	9. Not ascertained

Ques. 8 (second 3 appliances)

Column	Appliances possessed
23	0. None
	1. Fridge only
	2. Fridge and iron
	3. Fridge and stove
	4. Stove and iron
	5. Iron only
	6. Stove only
	7. All three
	8. D.K.
	9. N.A.

Ques. 10

a) - j)

Columns	Frequency of different types of adult child interactions
25-37	1. Several times a day
	2. Once everyday or almost everyday
	3. About once a week
	4. Less than once per week
	8. D.K.
	9. N.A.

Ques. 11

a) - d)

Columns	Level of child's use of TV and radio
38-41	1. Everyday
	2. Nearly everyday
	3. About once a week
	4. Less than once a week
	8. D.K.
	9. N.A.

Ques 12

Columns		Frequency with which child can do the following
42 - a)	play party games	1. Everyday 2. Nearly every day 3. About once a week 4. Less than once a week 8. D.K. 9. N.A.
43 - b)	read picture books	Coded as above
44 - c)	play with jigsaw puzzles, blocks, clay, etc.	" " "
45 - d)	use crayons, paints	" " "
46 - e)	swing, climb, jump	" " "
47 - f)	throw and catch	" " "
48 - g)	Others	" " "
49 - h)	Not specified	" " "
50 - i)		" " "
51 - j)		" " "

Ques. 13

a) -f)

Columns	Frequency of adult participation
52-57	1. Everyday 2. Nearly everyday 3. About once a week 4. Less than once a week 8. Don't know 9. Not ascertained

Activities a) - f) lettered as in Ques. 12

Ques. 14

Columns	Materials provided for child's play
58	0. None 1. Paint 2. Sand/dirt 3. Paint and sand
59	0. None 1. Crayons 2. Chalk 3. Pencils 4. Crayons and chalk 5. Crayons and pencils 6. Chalk and pencils 7. Crayons and chalk and pencils

Ques. 14 (contd.)

Columns

60

0. None
1. Clay
2. Putty
3. Plasticine
4. Clay and putty
5. Clay and plasticine
6. Putty and placticine
7. Clay, putty and plasticine

61

0. None
1. Puzzles
2. Books
3. Paper
4. Puzzles and books
5. Puzzles and paper
6. Books and paper
7. Puzzles, books and paper

62

0. None
1. Balls
2. Blocks
3. Balls and blocks

and in each case

8. Don't know
9. Not ascertained

SECTION 5

Ques. 1 (i)

Columns	Child's home
63-64	01. a) Apartment in a tenement building needing repairs
	12. b) House in a tenement yard needing repairs
	03. c) Apartment in a tenement building in good condition
	14. d) House in a tenement yard in good condition
	15. e) House on its own lot, needing repairs
	16. f) House on its own lot, in good condition
	26. g) Wooden house in good condition
	36. h) Cement house in good condition
	22. b) g)
	23. b) h)
	42. d) g)
	43. d) h)
	52. e) g)
	53. e) h)
	62. f) g)
	63 f) h)
	66. g) h)
71-86	i). Other

Ques. 1 (i) (contd.)

71. Wattle
72. Sticks and earth
73. Basement of wooden house
74. Church cellar
75. Hovel bits of rusty tin
76. Basement of a church
77. Wooden house being converted to other type of building
78. Apartment in housing area
79. Terraced housing
80. House in the family yard
81. House attached to a shop
82. Part of an (abandoned) shop
83. A shack
84. A room in a house
85. Unfinished (cement) house
86. Single roomed house on leased land

98. D.K.

99. N.A.

Ques. 1 (ii)

Column

65

Number of rooms in home

1. 1 room
2. 2 rooms
3. 3 "
4. 4 "
5. 5 "
6. 6 "
7. 7 and more rooms
8. Don't know
9. Not ascertained

Ques. 2

Column	Appearance of house and premises
66	1. Shoddy
	2. A bit disorganised
	3. Average in upkeep
	4. Quite neat and attractive
	5. Immaculate
	8. D.K.
	9. N.A.

Ques. 3

Column	Type and quality of amenities
67	1. Provide basic needs only
	2. Are adequate and satisfactory
	3. Are very comfortable
	8. D.K.
	9. N.A.

Ques. 4 (1)

Column	The Neighbourhood
68	1. Is an appreciating residential area
	2. Is a depreciating residential area
	3. Is a slum area
	4. Is a rural village
	8. Don't know
	9. Not ascertained

Ques. 4 (ii)

Column	The Neighbourhood
69	1. Has no playing facilities
	2. Has limited playing facilities
	3. Has adequate playing facilities
	4. Children roam surrounding open spaces
	8. D.K.
	9. N.A.

Ques. 4 (iii)

Columns

70-71

Other neighbourhood features

(Applicable mostly to Eastern Caribbean)

01. Children play in backyards

02. Noisy area

03. Much land for planting, much yard space fields, green healthy area

04. Rural village, village with many small buildings

05. Fishing village

06. Much overcrowded housing, houses close together

07. Poor area, few opportunities for employment

08. Quiet area

09. Dirty, overcrowded village, slum area

10. Some parts of neighbourhood very dirty

11. Agricultural area, sugar cane (estate)

12. A park in neighbourhood

13. Schools, day care centre, health centre, nursery in area

14. Most households use village toilets

15. Middle/lower middle class area

16. Large houses in area which have deteriorated; old buildings

17. Small community

18. Some lovely houses in neighbourhood

19. Government development, new development, part of big, developing area

20. Very large village, community

21. Neighbours friendly, care for each other

Ques. 4 (iii) (contd.)

Columns

70-71

22. Living quarters surrounding by walls
23. Banana packing plant
24. Very near to the sea
25. Animals (pigs etc.) roam area
26. Houses with hurricane damage
27. Many backyard gardens
28. Shopping area/business area/banks/ supermarket/post office
29. Churches in area
30. Beauty spot nearby
31. Many drunks in area
32. People make nets and fishpots
33. Quite well developed
34. Airstrip, airport nearby
35. Playing fields nearby; courts for tennis, squash, basketball
36. Underdeveloped rural area
37. Squatters live here
38. Sanitary conditions undesirable
39. Difficult terrain for children to play in
40. Underdeveloped urban area, roads under-developed
41. Skilled to semi-skilled community
42. Outlet for dairy products
43. Near to, at busy port (in connection with tourism)
44. Near to, at hotel/tourist industry

Ques. 4 (iii)

Columns

70-71

45. Hilly area
46. Much pasture land
47. Middle to upperclass community
48. A lot of livestock
49. Near to/at an industrial park
50. Has some of the characteristics of a town
51. Lowlands
52. Near to a (main) road
53. Occasional blasts from quarry nearby (traffic with heavy duty trucks)
54. Children neglected as a result of street side gambling by parents
55. Many teenage pregnancies
56. Near to a large town
57. Children play in street, roam
58. Provides good view of surrounding areas
59. Near to a hospital
60. Near to a police station, near to a policeman's house
61. Group of rastas live nearby
62. Near to a river
63. Flood prone area
64. Cottage industries
65. Bauxite plant in area
66. Swampy area
67. Thickly populated

Ques. 4 (iii) (cont.)

Columns

70-71

68. Bar nearby

69. Big pond nearby

70. Different families living in a yard, or on same piece of land

71. Shacks/houses on "captured" lands

72. No community centre or playing field

73. Near to, or on a road, side street, in district

74. Garage nearby

75. Many small wooden houses

8. D.K.

9. N.A.

Column

72

Code for card

3 - Card number three

APPENDIX II

TYPES OF ILLNESS

1. Child was not ill
2. Dysentery
3. Fever
4. Rashes
5. Teething problems
6. Gastroenteritis
7. Vomiting
8. Cold, influenza
9. Tonsilitis
10. Abscess
11. Ear complaint
12. Bronchitis
13. Hernia
14. Pneumonia
15. Heart complaint
16. Asthma
17. Eye problem
18. Scabies (skin problem)
19. Whooping cough
20. Haemorrhaging/Bleeding
21. Constipation
22. Stomach complaint
23. Allergy
24. Burns
25. Measles
26. (Ptomaine) poisoning
27. Broke, sprained, injured part of body
28. Worms
29. A Fall
30. Malnutrition
31. Sore mouth, thrush
32. Weight problem
33. Sinusitis
34. Complications after vaccination
34. Swelling in some part of the body
35. Typhoid
36. Boils
37. Loss of appetite
38. Problem with teeth
39. Dehydration
40. Infected salivary gland
41. Piles
42. Urinary infection
43. Fits
44. Problem with navel
45. Fainting
46. Nose problems

APPENDIX III

OCCUPATION/SOURCES OF INCOME

01. Musician
02. Teacher
03. Waiter/Waitress
04. Fisherman
05. Chef/Cook
06. Policeman
07. Tailor
08. Factory Worker
09. Labourer/Agricultural Worker
10. Bartender/Bar Operator
11. Vendor, Seller
12. Clerk/Cashier
13. Porter
14. Driver
15. Guard/Watchman
16. Housekeeper
17. Welder
18. Secretary/Typist
19. Woodcarver/Curio Maker
20. Hotel Worker
21. Taxi operator
22. Shopkeeper/Shop Assistant
23. Janitor, Caretaker
24. Maid/Helper/Cleaner
25. Nurse
26. Hairdresser
27. Baker
28. Dressmaker/Dress Designer
29. Seaman
30. Butcher
31. Cane Cutter/Cane Worker
32. Pensioner
33. Minibus Operator
34. Foreman/Supervisor

35. Technician
36. Painter
37. Mason
38. Carpenter/Cabinet Maker
39. Plumber
40. Electrician/Electric Co. Worker
41. Telephone Operator
42. Accountant
43. Fireman
44. Farmer
45. Washerwoman
46. Nurse's Aid/Health Aid
47. Bauxite/Mines Worker
49. Mechanic
50. Soldier
51. Railway Worker
52. Businessman/woman
53. Pipe Fitter
54. Upholsterer
55. Gas Station Worker
56. Youth Worker/Social Worker
57. Salesperson
58. Postmistress/Postal Worker
59. Tourist Guide
60. Lifeguard
61. Public Health Worker/Parish Council Worker
62. Contractor
63. Immigration/Customs Officer
64. Engineer
65. Hospital
66. Millwright
67. Shoemaker
68. Apiarist
69. Bus Worker
70. Gardener

71. Ancillary Worker
72. Dietitian
73. Citrus Co. Worker
74. Overseer (Estate)
75. Civil Servant
76. Printer
77. Research Assistant
78. Tractor/Forklift operator/Machine Operator
79. Riding Teacher/Race Horse Trainer
80. Prison Officer
81. Water Worker
82. Chemist
83. Meteorologist
84. Linesman
85. Agricultural Officer
86. Portworker
87. Banker
88. Statistical Officer
89. Sports Officer
90. Manager
91. Minister of Religion
92. Weaver
93. Does Smoking
94. Well-digger
95. Games Attendant, Keep-fit Assistant
96. Photographer

APPENDIX IV

OTHER NEIGHBOURHOOD FEATURES

(Applicable mostly to Eastern Caribbean)

01. Children play in backyards
02. Noisy area
03. Much land for planting, much yard space, fields, green healthy area
04. Rural village, village with many small buildings
05. Fishing village
06. Much overcrowded housing, houses close together
07. Poor area, few opportunities for employment
08. Quiet area
09. Dirty, overcrowded village, slum area
10. Some parts of neighbourhood very dirty
11. Agricultural area, sugar cane (estate)
12. A park in neighbourhood
13. Schools, day care centre, health centre, nursery in area
14. Most households use village toilets
15. Middle/lower middle class area
16. Large houses in area which have deteriorated; old buildings
17. Small community
18. Some lovely houses in neighbourhood
19. Government development, new development, part of big developing area
20. Very large village, community
21. Neighbours friendly, care for each other
22. Living quarters surrounding by walls

23. Banana packing plant
24. Very near to the sea
25. Animals (pigs etc.) roam area
26. Houses with hurricane damage
27. Many backyard gardens
28. Shopping area/business area/banks/supermarket/ post office
29. Churches in area
30. Beauty spot nearby
31. Many drunks in area
32. People make nets and fishpots
33. Quite well developed
34. Airstrip, airport nearby
35. Playing fields nearby; courts for tennis, squash, basketball
36. Underdeveloped rural area
37. Squatters live here
38. Sanitary conditions undesirable
39. Difficult terrain for children to play in
40. Underdeveloped urban area, roads underdeveloped
41. Skilled to semi-skilled community
42. Outlet for dairy products
43. Near to, at busy port (in connection with tourism)
44. Near to, at hotel/tourist industry
45. Hilly area
46. Much pasture land
47. Middle to upperclass community
48. a lot of livestock

49. Near to/at an industrial park
50. Has some of the characteristics of a town
51. Lowlands
52. Near to a (main) road
53. Occasional blasts from quarry nearby (traffic with heavy duty trucks)
54. Children neglected as a result of streetside gambling by parents
55. Many teenage pregnancies
56. Near to a large town
57. Children play in street, roam
58. Provides good view of surrounding areas
59. Near to a hospital
60. Near to a police station, near to a policeman's house
61. Group of rastas live nearby
62. Near to a river
63. Flood prone area
64. Cottage industries
65. Bauxite plant in area
66. Swampy area
67. Thickly populated
68. Bar nearby
69. Big pond nearby
70. Different families living in a yard, or on same piece of land
71. Shacks/houses on "captured" lands
72. No community centre or playing field
73. Near to, or on a road, side street, in district
74. Garage nearby
75. Many small wooden houses

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